



State of New Jersey 2014-15

OVERVIEW

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PARAMUS BORO

GRADE SPAN PK-12

03-3930-050
PARAMUS HIGH SCHOOL
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PARAMUS, NJ 07652

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

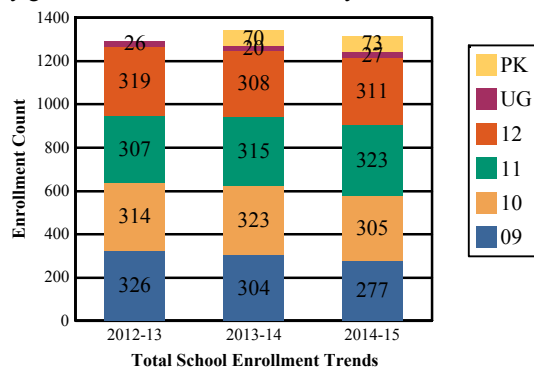
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



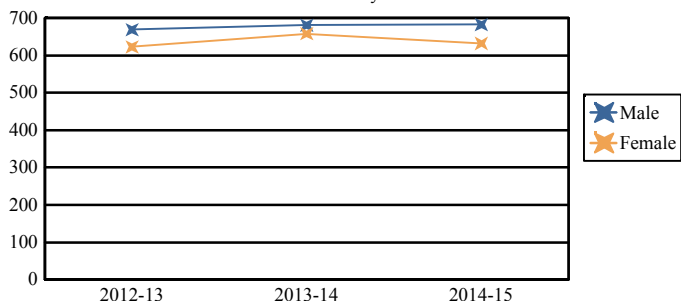
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment	
2012-13	1,292
2013-14	1,339
2014-15	1,315

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

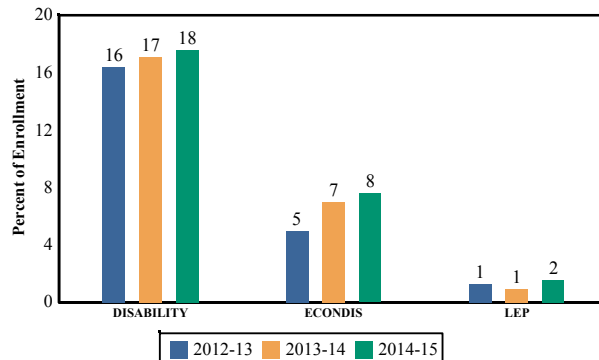


	Male	Female
2012-13	669	623
2013-14	681	658
2014-15	683	632

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Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

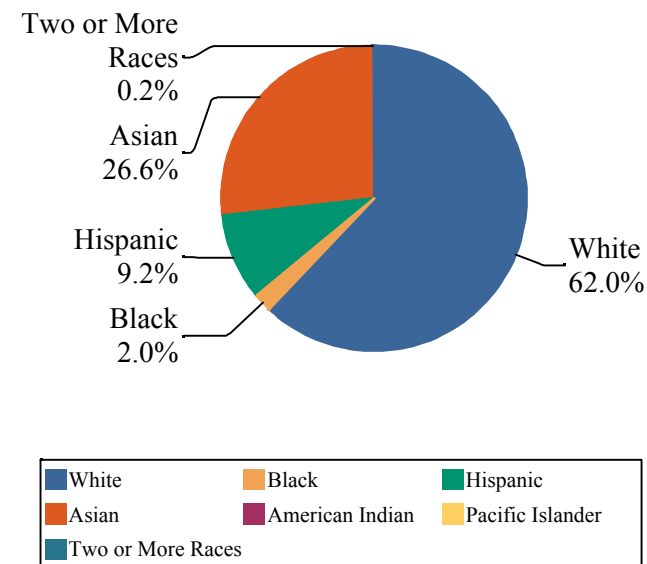
2014-15	Count of Students	% of Enrollment
Students with Disability	232	18%
Economically Disadvantaged Students	100	7.6%
English Language Learners	20	1.5%

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Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	70.4%
Korean	6.9%
Spanish	3.4%
Gujarati	2.4%
Arabic	2.4%
Chinese	2.0%
Other	12.6%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	49%	39	72
HS Math Met or Exceeded Expectation	35%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	386	48.5%	95%	67.7%	NO
White	229	41%	95%	62.1%	NO
African American	-	-	--	--	--
Hispanic	44	40.9%	95%	80%	NO
American Indian	-	-	--	--	--
Asian	104	69.2%	95%	75.2%	NO
Two or More Races	-	-	--	--	--
Students with Disability	83	15.7%	95%	71.8%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	369	38.8%	95%	66.9%	NO
White	216	30.5%	95%	60.9%	NO
African American	-	-	--	--	--
Hispanic	42	23.8%	95%	79.4%	NO
American Indian	-	-	--	--	--
Asian	102	64.7%	95%	74.8%	NO
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

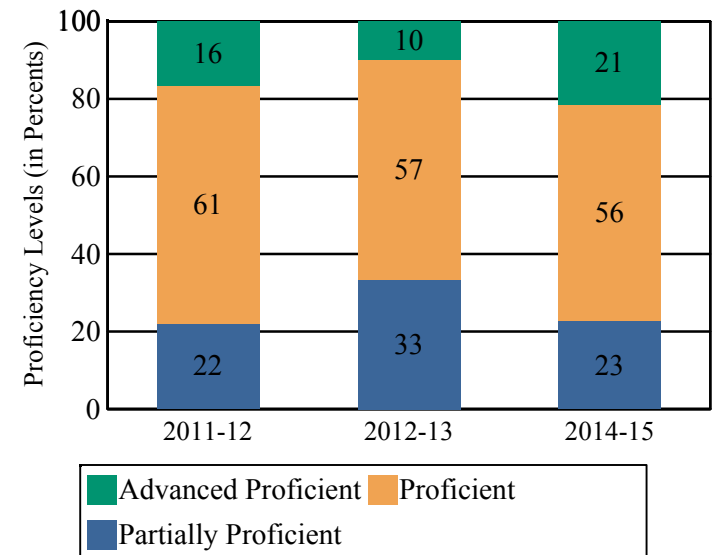
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	21%	56%	23%
White	13%	61%	25%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	39%	49%	12%
Two or More Races	-	-	-
Students with Disability	2%	46%	52%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	222	755	739	5%	12%	26%	42%	15%	57%	41%
White	127	748	746	7%	16%	29%	38%	10%	48%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	27	748	725	7%	19%	26%	37%	11%	48%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	63	773	765	0%	2%	19%	52%	27%	79%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	41	723	706	24%	27%	32%	15%	2%	17%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	18	739	724	11%	17%	33%	39%	0%	39%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	161	735	735	22%	19%	21%	28%	10%	38%	38%
White	102	726	741	28%	22%	18%	25%	7%	32%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	15	740	720	13%	7%	47%	27%	7%	33%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	40	758	763	5%	20%	20%	35%	20%	55%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	39	712	698	41%	21%	23%	15%	0%	15%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	23%

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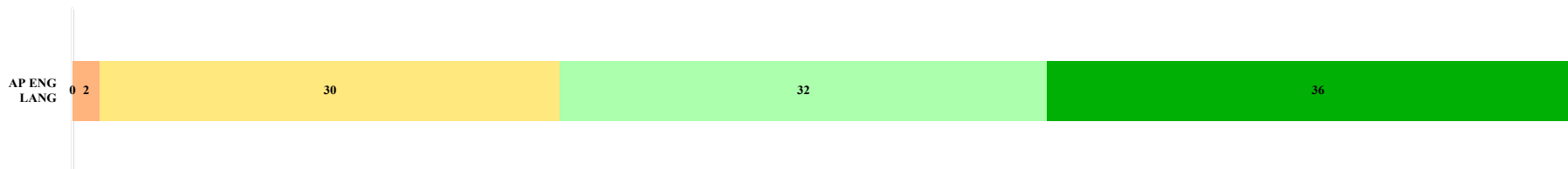
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	100	758	741	12%	14%	21%	29%	24%	53%	42%
White	49	752	745	16%	14%	22%	22%	24%	47%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	15	731	731	13%	33%	33%	13%	7%	20%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	33	776	765	6%	6%	15%	39%	33%	73%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	21	721	712	24%	33%	24%	14%	5%	19%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP \geq 3 or IB \geq 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	56	98.2%	4.02	3.36

- Data is suppressed to protect the confidentiality of the students.

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	177	739	740	11%	17%	34%	38%	0%	38%	40%
White	114	734	746	12%	18%	37%	32%	0%	32%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	24	741	725	4%	17%	46%	33%	0%	33%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	33	758	769	3%	9%	21%	67%	0%	67%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	44	718	710	30%	25%	34%	11%	0%	11%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	17	729	725	6%	35%	35%	24%	0%	24%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	164	735	728	11%	32%	24%	27%	6%	33%	21%
White	92	726	731	17%	38%	23%	20%	2%	22%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	17	727	718	0%	53%	35%	12%	0%	12%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	53	754	751	2%	15%	23%	45%	15%	60%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	729	721	27%	24%	14%	32%	2%	34%	24%
White	45	726	725	29%	22%	16%	33%	0%	33%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	29	745	751	14%	24%	10%	45%	7%	52%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

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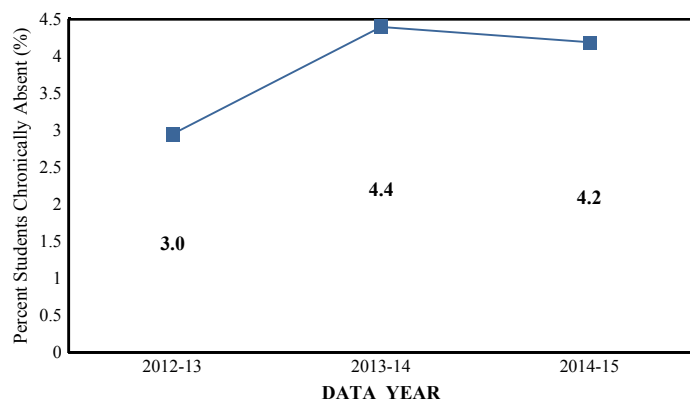
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Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

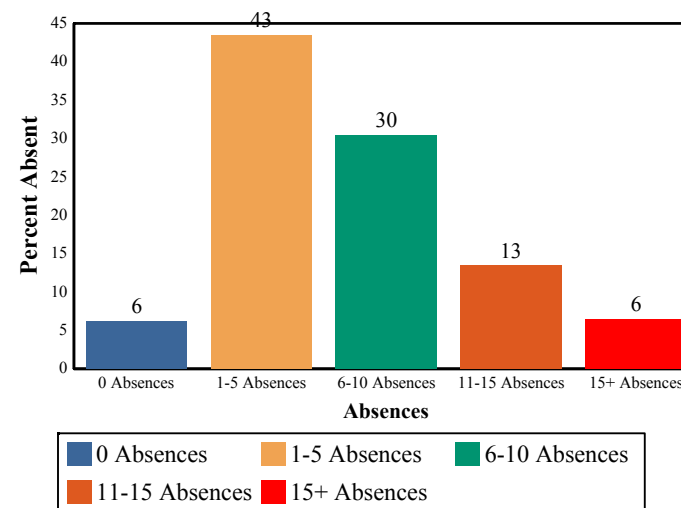


Chronic Absenteeism for 2014-15

4.19%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	95%	71	74	80%	YES
Percent of Students Participating in PSAT or PLAN	78%	45	43	60%	YES
Percent of Students Scoring Above 1550 on SAT	59%	55	80	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	32%	45	75	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	85%	71	82	75%	YES
Summary		57	71		80%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	91.3%	88.0%	79.1%
Participating in ACT	50.2%		25.2%
Participating in PSAT or PLAN	78.3%	79.2%	79.6%
Participating in Dual Enrollment	0.2%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	40.3%	50.0%	36.3%
One or More Test	37.1%	42.9%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	31.9%	36.5%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

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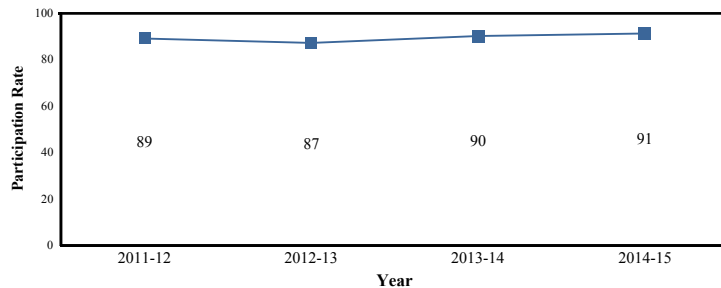
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	59.1%	60.2%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,633	1,632	1,508
Critical Reading	527	534	496
Mathematics	563	561	518
Writing	543	537	494

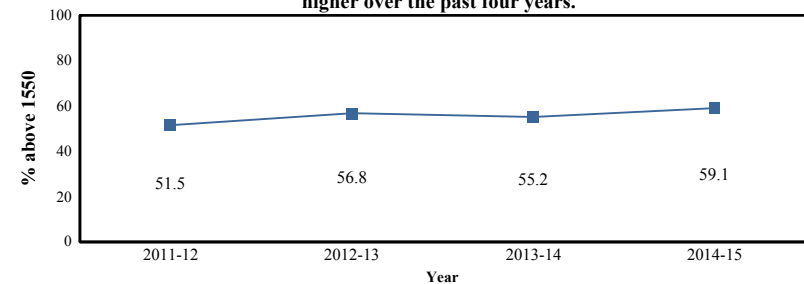
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	88.1%	80.1%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	85.1%	78.1%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	590	640	620
50th Percentile	520	560	540
25th Percentile	460	490	470

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP English Language and Composition	101	100
AP U.S. History	88	60
AP Psychology	52	53
AP English Literature and Composition	43	43
AP Biology	27	27
AP Environmental Science	18	18
AP European History	18	18
AP U.S. Government and Politics	17	17
AP Calculus AB	16	15
AP Physics C	16	
AP Art/History of Art	16	16
AP Computer Science A	15	15
AP Calculus BC	15	15
AP Chemistry	13	12
AP Italian Language and Culture	8	8
AP German Language	8	8
AP Music Theory	4	4
AP Spanish Language	3	3

AP/IB Course Name	Students Enrolled	Students Tested
AP Statistics	1	1
AP Macroeconomics		19
AP Physics C: Electricity and Magnetism		16
AP Physics C: Mechanics		15
AP Studio Art/Two-Dimensional		7
AP Microeconomics		4
AP Physics 1		1

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	3.1%	2.1%
Drama/Theater	2.6%	3.8%
Music	25.6%	17.8%
Visual Arts	46.4%	31.7%
Total: All Visual and Performing Arts	65.4%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.2%	18.3%
Structured Learning Experience	0.2%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

BERGEN

GRADE SPAN PK-12

**PARAMUS HIGH SCHOOL
99 EAST CENTURY RD
PARAMUS, NJ 07652**

PARAMUS BORO

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	95%	36	65	78%	YES
Dropout Rate	0.2%	55	68	2%	YES
SUMMARY - Graduation & Post-Secondary		46	67		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	95%	78%
White	95%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	98%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	77%	
English Language Learners	-	
Economically Disadvantaged Students	-	

Dropout Rate by Subgroup

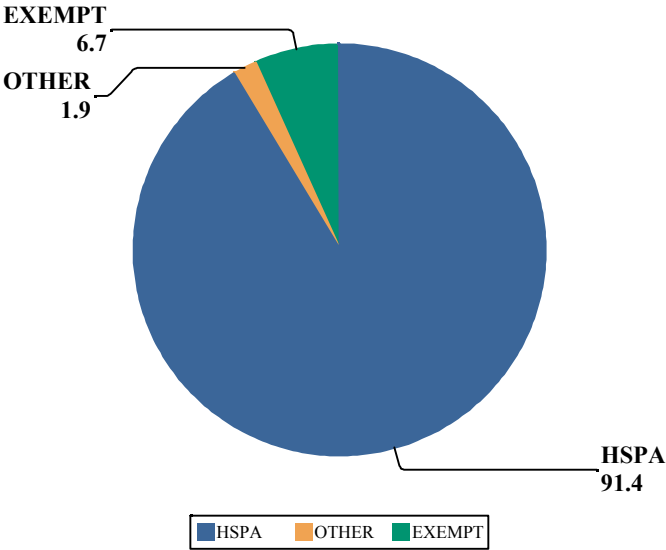
This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.2%	2%
White	.2%	
African American	-	
Hispanic	.8%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	0%	

GRADUATION AND POSTSECONDARY
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PARAMUS BORO

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the ‘Just Proficient Mean’ or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year’s cohort in addition to the 4-year graduation rate for last year’s cohort.

Class of	4-year Rate	5-year Rate
2012	97%	97%
2013	97%	98%
2014	95%	96%
2015	95%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	82%	20.3%	79.7%
White	84.1%	23.3%	76.7%
African American	-	-	-
Hispanic	-	-	-
Asian	79.5%	10%	90%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	76.9%	55%	45%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

GRADE SPAN PK-12

PARAMUS BORO

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	778	766
50th	752	739
25th	733	710
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	821
75th	758	762
50th	740	735
25th	720	711
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	51

WITHIN SCHOOL ACHIEVEMENT GAP

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PARAMUS BORO

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	841	850
75th	764	766
50th	735	733
25th	702	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	789	768
50th	755	740
25th	726	711
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	63	57

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	793
75th	760	747
50th	733	726
25th	710	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	813
75th	755	748
50th	722	718
25th	699	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	56

SCHOOL CLIMATE

**BERGEN
PARAMUS BORO**

GRADE SPAN PK-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 46 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	2.8%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 44 Mins.
Shared Time	2 Hrs. 52 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	329

SCHOOL PEER GROUP

BERGEN

PARAMUS BORO

GRADE SPAN PK-12

03-3930-050

PARAMUS HIGH SCHOOL

99 EAST CENTURY RD

PARAMUS, NJ 07652

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CRESSKILL BORO	CRESSKILL HIGH SCHOOL	03-0990-040	09-12	2.6%	4.6%	11.8%
BERGEN	DUMONT BORO	DUMONT HIGH SCHOOL	03-1130-040	09-12	8%	1%	9.5%
BERGEN	EMERSON BORO	EMERSON JR SR HIGH	03-1360-050	07-12	8%	1.9%	15%
BERGEN	MIDLAND PARK BORO	MIDLAND PARK JR./SR. HIGH SCHOOL	03-3170-050	07-12	8.1%	0.4%	12%
BERGEN	NEW MILFORD BORO	NEW MILFORD HIGH SCHOOL	03-3550-050	09-12	8.9%	1.6%	14.4%
BERGEN	PARAMUS BORO	PARAMUS HIGH SCHOOL	03-3930-050	PK-12	7.6%	1.5%	17.2%
BERGEN	TENAFLY BORO	TENAFLY HIGH SCHOOL	03-5160-050	09-12	3.3%	6.8%	13.6%
BERGEN	WESTWOOD REGIONAL	WESTWOOD JUNIOR/SENIOR HIGH SCHOOL	03-5755-050	PK-12	7.1%	0.2%	15.4%
BURLINGTON	LENAPE REGIONAL	SHAWNEE HIGH SCHOOL	05-2610-060	09-12	6.8%	0.1%	12.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN HIGH SCHOOL	05-3360-040	09-12	9.3%	0.3%	12.8%
ESSEX	CALDWELL-WEST CALDWELL	JAMES CALDWELL HIGH SCHOOL	13-0660-050	09-12	5.7%	0.2%	14.3%
HUNTERDON	HUNTERDON CENTRAL REG	HUNTERDON CENTRAL REGIONAL HIGH SCHOOL	19-2300-050	09-12	6.8%	1.4%	13%
MERCER	PRINCETON REGIONAL	PRINCETON HIGH SCHOOL	21-4255-050	09-12	8.5%	2.1%	11.6%
MERCER	W WINDSOR-PLAINSBORO REG	WEST WINDSOR-PLAINSBORO HIGH SCHOOL SOUTH	21-5715-020	09-12	4.6%	2.2%	8.7%
MIDDLESEX	METUCHEN BORO	METUCHEN HIGH SCHOOL	23-3120-050	09-12	7.6%	1.1%	13.2%
MONMOUTH	FREEHOLD REGIONAL	COLTS NECK HIGH SCHOOL	25-1650-010	09-12	7.2%	3.5%	13.5%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD TOWNSHIP HIGH SCHOOL	25-1650-055	09-12	9.5%	0.1%	13.7%
MONMOUTH	FREEHOLD REGIONAL	HOWELL HIGH SCHOOL	25-1650-060	09-12	7.1%	0%	12.2%
MONMOUTH	FREEHOLD REGIONAL	MANALAPAN HIGH SCHOOL	25-1650-070	09-12	7.5%	0%	13.2%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL SOUTH	25-3160-053	09-12	6.4%	0%	15.7%
MONMOUTH	WALL TWP	WALL HIGH SCHOOL	25-5420-050	09-12	9.6%	0.2%	13.6%
MORRIS	MADISON BORO	MADISON HIGH SCHOOL	27-2870-050	09-12	6.1%	0.6%	13.1%
MORRIS	MORRIS HILLS REGIONAL	MORRIS KNOLLS HIGH SCHOOL	27-3370-060	09-12	9.3%	0%	18.3%

SCHOOL PEER GROUP

BERGEN

PARAMUS BORO

GRADE SPAN PK-12

**PARAMUS HIGH SCHOOL
99 EAST CENTURY RD
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MORRIS	RANDOLPH TWP	RANDOLPH HIGH SCHOOL	27-4330-050	09-12	6.3%	0.9%	15.2%
PASSAIC	WAYNE TWP	WAYNE HILLS HIGH SCHOOL	31-5570-055	09-12	8.5%	1.6%	12.3%
PASSAIC	WAYNE TWP	WAYNE VALLEY HIGH SCHOOL	31-5570-050	09-12	9.1%	0%	9.8%
SOMERSET	BRIDGEWATER-RARITAN REG	BRIDGEWATER-RARITAN REGIONAL HIGH SCHOOL	35-0555-005	09-12	8%	0%	19.4%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH HIGH SCHOOL	35-2170-030	09-12	7.5%	1%	13.4%
SOMERSET	SOMERSET HILLS REGIONAL	BERNARDS HIGH SCHOOL	35-4815-020	09-12	9.9%	1.8%	14.2%
UNION	CLARK TWP	ARTHUR L. JOHNSON HIGH SCHOOL	39-0850-005	09-12	6.8%	1.3%	10.4%
UNION	SCOTCH PLAINS-FANWOOD REG	SCOTCH PLAINS-FANWOOD HIGH SCHOOL	39-4670-050	09-12	7.2%	0.6%	10.6%